

Fostering English Vocabulary Mastery to Autistic Students Through Speech Therapy

by Farid Noor Romadlon

Submission date: 19-Feb-2019 08:26AM (UTC+0700)

Submission ID: 1079971017

File name: Full_paper_eltl_unnes.docx (24.65K)

Word count: 2137

Character count: 11938

Fostering English Vocabulary Mastery to Autistic Students Through Speech Therapy

Farid Noor Romadlon

Farid.noor@umk.ac.id

Gudnanto

gudnanto@umk.ac.id

Universitas Muria Kudus

The opportunity to get a good education is also provided for children with special needs (autistic children). One of the abilities given to autistic students is the ability to communicate in English based on the student's condition. Children with special needs (autism) also have similar abilities to normal children in learning English. The difference is the service and the duration of time in achieving the target of learning goals in autistic students. In the process of teaching and learning in schools for disabled students, students are difficult to be motivated when learning English and personal treatment for each student is less so they cannot get maximum skill. This study is to describe the implementation of Speech Therapy in English teaching of autistic students, SMP LB Sunan Muria and to know the effectiveness of Speech Therapy in improving autistic students' English vocabularies. The study showed some points as the results. In using Speech Therapy, teacher broke it down into some stages of teaching. They were drilling known as Primata or direct interaction which teacher exposed a story orally and ask students to repeat word to word. Academic modification was done to simplify the material given to the students so they understood it easily. Media assistance was intensively involved to foster students' understanding, pronunciation, and visualization. The last treatment in teaching was giving reward to students so they kept motivated to do the activity and to study. The therapy resulted positive progress from the students and this technique is effective to improve English vocabularies of autistic students.

Key words: English vocabularies, Autistic students, Speech Therapy

Introduction

English is very important considering the rapid development of the times and technologies, so that human interaction is not only local and direct, but covers international or global network with sophisticated internet technology and communication. It makes people easy to interact remotely. In line with this, the role of education must be aligned with the international demands in the current era of globalization.

English is given since early ages in Indonesia to expose better acquisition for learners. This also applied to disabled

students, include autistic students. The focus of English teaching to autistic students is introducing and exposing new things in their life as other skill to survive in the society. Students with special needs (autism) are still very difficult to learn. Some things that are visible in the learning process are, students are less motivated when learning English, and personal treatment for each student is less so that their English language skills can be less than the maximum. Techniques and media that are less varied also become one of the causes of students difficulties in learning English which ultimately the ability to absorb material become less. Those facts

encouraged researcher to investigate further by using a technique called Speech Therapy. The questions were formulated as (1) How's the implementation of Speech Therapy to improve autistic students' English vocabularies in SMP LB Sunan Muria?, (2) Can Speech Therapy improve autistic students' English vocabularies in SMP LB Sunan Muria? The study was aimed to describe the implementation of Speech Therapy to improve autistic students' English vocabularies in SMP LB Sunan Muria and to find the effectiveness of Speech Therapy in improving autistic students' English vocabularies in SMP LB Sunan Muria.

Methodology

This study was a collaborative classroom action research in which researchers collaborate with English teachers at school used for research. The researcher designed the learning process using the planned technique, Speech Therapy and observed the learning process to get the required data. The teacher implemented the instructional design that has been made by the researcher and teacher to improve the students' English proficiency. There are some variables which concerned. They are English vocabulary proficiency of VII grade autistic students, SMP LB Sunan Muria as input variable, the activities of teacher and autistic students in English teaching and learning process using Speech Therapy as process variable, and final English vocabularies proficiency of VII grade autistic students, SMP LB Sunan Muria as output variable. The study was conducted in twelve meetings divided became two cycles which covered observation, treatments, and reflection.

The observation stage is the process by which the researchers get the data along the learning activity related to the application of Speech Therapy technique which has been designed and

used by teacher in class. Each process of classroom learning experience undertaken by students will be recorded and recorded by researchers as data for analysis. In addition, the findings of a special or special nature are also included in the observation of both positive findings on teaching and learning activities as well as negatives related to deficiencies or weaknesses that occur during the process, including student responses, teacher instruction, teacher to student questions, language body (non-verbal) teachers when giving instruction, student participation in learning, and others.

In treatments, teachers apply English learning design using Speech Therapy to autistic students in VII SMP LB Sunan Muria class. Application of this technique is accompanied by varied learning activities for six times (6 times) meeting or treatment to improve students' English proficiency. At the end of the sixth session or meeting, an evaluation is conducted to measure students' abilities. The addition of English vocabulary followed by an increase in student responses to instruction or questions from teachers and friends is the basis of the attainment of such action or treatment. During the teaching-learning process, researchers record the activity and write some special or new findings in the process. At the end of the cycle (the sixth meeting), the teacher evaluates the students by giving a simple worksheet to determine the development of students' abilities. Video recording, observation records, and tests became the method of data collection in this study. In reflection, the researchers identify the negative findings of the teaching and learning process that are weaknesses or shortcomings in class action to achieve the expected goals. In addition, based on these findings, researchers will carry out the next cycle with better planning.

Finding and Discussion

Based on observations made by the author in the first cycle, teachers use primates in the application of speech therapy to teach autistic students at SMPLB Sunan Muria, Kudus. Master tells the story of "the long nose" so that the students are interested to learn and listen carefully. During the story, the teacher also repeats a few words so that the student tries to imitate them to improve his pronunciation, after which the teacher gives some clues to the students asking some questions about the body parts that are both accidental and material. In addition to telling stories, students are also invited to sing and play related to the topic.

Motivation is given approximately five minutes to always encourage students to learn and try to focus. The primate way always involves students by communicating directly with students because students easily lose their concentration, so this interaction is very important to use. In addition, icebreaking is done to keep students active during the learning process. This is the right way to start a lesson at SMPLB Sunan Muria, Kudus because students feel relaxed, enjoy their activities, ready to start lessons, interact well. The proximity of students and teachers is able to form so that the character of students with unstable emotions and irritability can be muted.

The next way used during the implementation of speech therapy is Academic Modification. Teaching and learning process is done by modifying materials and adjustment of the assessment and selection of materials to be more simple for students. The curriculum for autistic students of SMPLB Sunan Muria, Kudus is designed based on the characteristics of students because it has limitations, namely intellectual function, memory, communication skills, and low motivation and learning disabilities. Students are only introduced simple English words that have not been arranged

in the sentence. While the material for students with seventh grade of autism is the same as the material for the fourth grade of elementary school thematic themes such as colors, transportation, animals, goods in class, goods at home. The process of teaching and learning also relies heavily on media aid as a visualization of learning so that students more easily grasp the teacher's intent. The media in the form of pictures, cartoons, dolls and real objects that students encounter in everyday life. Sometimes teachers use puppets to make students more interested in telling stories about the material.

In addition, teachers also use the real things in the teaching and learning process for autistic students, because their understanding process is very slow. Real media that exist around the students, for example, the goods in the classroom is very helpful for them to receive and understand the material well even though it is still at the level of vocabulary. Giving material cannot always be in a classical way together. Individual reinforcement and drilling is more often done than the classical way. One English word for example "table" (/ teɪbl /) is taught with different intensity to the students. There are students who are four to five times able to understand and speak near the correct pronunciation in English. But there are also students who need more drilling to be able to understand the meaning and say well.

Strengthening is also given in another form to the students. Rewards or awards to the students are given to make students more motivated and more focused in receiving the material because students are often easy to disrupt the focus with classroom situations both disturbance from other students and objects that exist in class. Reward is a star and candy given to students who on that day have a good understanding and be good in a controlled sense than others. Reward is not given every meeting. Master tells the reason why

they are rewarded, confirm and motivate the students to make the next meeting better. Strengthening is given more intensively in the classroom so that students are emotionally controlled and more motivated.

Evaluations given by teachers in the form of oral tests are inserted in the teaching process and the results are qualitative in nature. Assessment is done in every meeting not like normal class with specific time and more detailed assessment criteria. For example, the vocabulary material of the "bus, car, truck, plane, ship" vocabulary is given and assessed at each meeting with a target of five words fluently and knows what it means. The result shows the first meeting up to the third meeting of students is still difficult to say and try to understand the meaning of the word through the media used. The new progress can be seen in the fourth and fifth meetings when the students are able to say "wazz, haa, wak, wen, hep" and know what it means by pointing the appropriate image as it says (bus). At the sixth meeting, the drill process was further improved. Submission of material made more varies, ie by modifying the explanation of the intended word (target) by modifying a simple word or phrase to bring to the target word so that it is more easily understood by the student.

Conclusion

The result of the study showed that the technique of Speech Therapy is an effective way to expose and improve autistic students' vocabulary. Some procedures used in Speech Therapy like direct interaction, academic modification, media drilling, and reward exposure brought students to better mastery of English vocabularies even it needs longer periods.

Bibliography

- Brown, K. 2012. *Helping Your Child Develop Communication Skills*. Indiana research Center for Autism (<https://www.iidc.indiana.edu/pages/Helping-Your-Child-Develop-Communication-Skills>)
- Burns, A. 2010. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Routledge.
- Dawson, G. & Rogers, S.J. 2010. *The Early Start Denver Model for Young Children with Autism: Promoting Language, Learning, and Engagement*. New York: The Guilford Press.
- Depdiknas. 2002. *Pedoman Pendidikan bagi Anak Autisme*. Jakarta: Dirjen Dikdasmen Direktorat PLB
- Delphi, Bandi. 2006. *Pembelajaran Anak Berkebutuhan Khusus*. Bandung: PT. Refika Aditama.
- Diagnostic & Statistical Manual of Mental Disorder. 1994. Journal Vol. 2 – IV. *Lack of Association between Autism and SLC25A12*. APA (America Psychiatric Association).
- Dodd, M.I. 2009. Caring for Children With Autism Spectrum Disorder, Part I: Prevalence, Etiology, and Core Features. *Journal of Pediatric Nursing*, Vol. 24, 1 (41-48). (<http://www.sciencedirect.com/science/article/pii/S0882596307004435>)
- Howlin, P. 2013. *Cognitive and language skills in adults with autism: a 40-year follow-up*. *Journal of Child Psychology and Psychiatry*, Vol. 5(1):49-58. doi: 10.1111/jcpp.12115. Epub 2013. (<http://www.ncbi.nlm.nih.gov/pubmed/23848399>)

Kemmis, S & Taggart, R. 1988. *The Action Research Planner*. Australia: Deakin University.

Lenneberg, E.H. 1967. *Biological Foundations of Language; Critical Hypothesis Period*. United States: Michigan University.

Permendikbud Nomor 103 Tahun 2014
tentang Pembelajaran Pada
Pendidikan Dasar dan Pendidikan
Menengah.

Skinner, B.F, 1957. *Verbal Behaviour*.
United States. Copley Publishing
Group

Zager, Dianne, (2005), *Autism Spectrum Disorders, Identification, Education and Treatment*, New Jersey: Lawrence Erlbaum Associates, Publisher.

Fostering English Vocabulary Mastery to Autistic Students Through Speech Therapy

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes On
Exclude bibliography On

Exclude matches < 3%